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ABSTRACT

A project was conducted to provide inservice training for 100 teachers of specially designed vocational programs and to determine the best practices for program management and standards. Included among the major accomplishments of the project were the following: a review of literature on specially designed vocational programs and their management, formation of an advisory board, development of workshop forms for data collection, presentation of a 2-day workshop that was attended by 44 of the 100 vocational teachers originally invited, and assimilation of the conference proceedings for use in future inservice training. (Appendixes to this project report include a workshop agenda, bibliography, copies of the workshop forms, list of participants, workshop evaluation form complete with tallied responses, and balance sheet detailing project income and expenses.) (MN)

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ED263340

Final Report

Management and Improvement of Special Vocational Programs

Project Number VA-84-C-135-3-SP-002

Inservice Training and program Development

Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

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ABSTRACT

Title of Project: Management and Improvement of Special Vocational Programs

This Final Report covers the period March 9, 1984 through February 1, 1985.

Goals and Objectives of the Project: The primary objective of this project was to provide inservice training for 100 teachers of specially-designed vocational programs and determine "Best Practices" for program management and standards.

Procedures Followed: The procedures followed in this project include the following:

a. Review of literature

b. Appoint advisory board

c. Develop workshop forms for data collection

d. Invite experienced teachers from each program service to a two-day workshop

e. Assimilate conference proceedings for use in future inservice training

Results and Accomplishments: The project was conducted as planned. A review of the literature concerning program development and management of specially designed vocational programs was conducted to gather information for developing workshop forms. The workshop forms were developed and approved by a project advisory committee. Next, experienced teachers were identified by their state service area and were invited to attend. Forty-four teachers accepted the invitation to attend and attended. The workshop was convened and information was gathered from which a conference proceedings report was written. The report was distributed to the Virginia Department of Education and ERIC.

Evaluation: The project workshop was evaluated under the provisions of Virginia Vocational and Adult Education guidelines entitled "Requirements for Monitoring Evaluation of Vocational Education Contracts and Grants."

Conclusions and Recommendations: The project staff felt that the conference proceedings report would fill the void in published guidelines for developing and managing specially designed vocational education programs. It recommended that the conference proceedings report be distributed to the state supervisor of each vocational service area. The staff further recommended that the conference proceedings report be distributed to the supervisor of each new specially designed vocational education program to assist in program development and management.

MANAGEMENT AND IMPROVEMENT OF SPECIAL VOCATIONAL PROGRAMS

PROBLEM AREA

During the past three years the Commonwealth of Virginia had experienced a 31% increase in the number of instructional personnel serving disadvantaged and handicapped students in specially designed vocational programs. During the same period, the state drop-out rate had declined from 5.4% to 4.9% and the number of graduates with marketable skills had increased from 85.4% to 88.8%. While this improvement was welcomed, the rapid expansion of specially designed vocational programs had introduced many new teachers who needed up-to-date information on the "best practices" to continue the services for the services for the potential drop-out. Additionally, the instructional personnel would benefit from information and skills for program development and management.

GOALS AND OBJECTIVES

To accomplish the goal of providing inservice training for 100 teachers of specially designed vocational programs related to program development and improvement, the following objectives was established:

a. Develop workshop forms to identify information pertaining to:

   1. Student populations served
   2. Description of programs
   3. Student selection procedures
   4. Program operation
   5. Professional personnel qualifications
   6. Program evaluation
   7. Program curriculum outline

b. Host 100 experienced teachers of specially designed vocational and industrial arts programs at a two-day workshop.

c. Compile and synthesize a Conference Proceedings Report of participant-recommended program guidelines in each of the topics listed above for each program service area.

PROJECT DESIGN

This project was designed to begin on March 9, 1984 and completed by June 29, 1984. Two project directors and one research associate were active in preparing the workshop, conducting it, and compiling the conference proceedings into a final report. The following steps were developed to ensure the project's completion:

a. A review of literature concerning program management and development of specially designed programs was conducted to update the project staff and to form a basis for developing the workshop forms.

b. Next, workshop forms were developed and approved by the project advisory board.

c. The third step was to invite 100 teachers from each state service area. The number of teacher positions allocated to each service area was determined by the percentage of the total of specially designed programs administered in each service area. Each service area recommended the names of representative teachers who were then invited to attend.

d. The fourth step was to convene the workshop and develop the "best practices" for each program area through the small group process.

e. Lastly, the workshop input was to be compiled and synthesized into a Conference Proceedings Report which would serve as a guide for managing and developing specially designed vocational programs and for conducting inservice training.

ACCOMPLISHMENTS

The project accomplishments were as follows:

a. A literature search was accomplished which included an on-line ERIC search and a visual search of an ERIC update publication. There were no recorded entries for program or administrative guides published through the ERIC file. An additional search was conducted by telephone to individuals in leadership positions in sates believed to be active in the development of materials and vocational programs for special needs students. These included the states of Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Maryland, New Jersey, North Dakota, Pennsylvania, Vermont, West Virginia, and Wisconsin. In several instances, state directors indicated that they were involved in the development of formal procedures or administrative guides, but were not far enough along to have finished documents to share. However, the states of Arizona, Florida, Georgia, Idaho, Maryland, West Virginia, and Wisconsin all responded by forwarding copies of their materials. These documents (administrative manuals and procedures guides) were used to form the basic outline and suggested content, where applicable, for the review of literature. In turn, this information was made available to conference participants to speed their process and assist in forming their recommendations for "best practices" regarding program planning and management for specially designed vocational education programs in Virginia.

b. During the time the literature review was being developed, the planning began for developing workshop forms. The content for the forms was developed with the help of the project advisory committee. Copies of the forms are at Annex C.

c. Working with the Special Programs Service, Division of Vocational Education, 100 experienced teachers of specially designed vocational education programs were invited to attend the conference. Due to a state-directed change of dates from May until June, only 44 accepted and attended.

d. The workshop was convened at the Best Western Conference Center in Norfolk, Virginia on June 21-22, 1984. A full agenda of meetings and activities were planned and conducted (Appendix A). Attendees were given an overview of the what the literature stated about organizing and managing new specially designed vocational programs. Then they were organized into program area workgroups. Each workgroup was augmented with experienced Education for Employment (EFE) teachers for additional input. Each workgroup worked to develop two model special programs: one for the handicapped and one for the disadvantaged.

e. Finally, the workshop input was compiled and synthesized into a conference proceedings report and distributed to the Special Programs Service and ERIC.

EVALUATION

This project is being evaluated under the provisions of Virginia Vocational and Adult Education guidelines entitled "Requirements for Monitoring Evaluation of Vocational Education Contracts or Grants". All provisions of the guidelines are being adhered to in this project. A conference internal evaluation was conducted and the results are at Appendix D.

CONCLUSIONS AND RECOMMENDATIONS

The project staff felt that the product of the project would be useful to administrators and teachers tasked to develop and manage new specially designed vocational education programs. Our review of the literature that is available to planners was lacking in the area of recommendations and practices for managing the introduction of specially designed programs. The publication and the distribution of the product report, Management and Improvement of Special Vocational Programs—Conference Proceedings, would help correct that problem. Therefore, the project staff recommend that copies of the coference proceedings report be distributed to the state supervisor of each vocational education service area and to each supervisor of new specially designed vocational education programs.

APPENDIX A

WORKSHOP AGENDA

MANAGEMENT AND IMPROVEMENT OF SPECIAL

VOCATIONAL PROGRAMS

AGENDA

Thursday		
1:30-1:45	Introductions Welcoming Remarks	Dr. Miller Mr. Vance Horne
1:45-2:15	Information Overview	Dr. Turner
2:15-2:35	Conference Objectives Small Group Procedures	Dr. Miller Mr. Netherton
2:35-2:45	Break	
2:45-3:15	First Requirement, Phase I	Small Groups
3:15-3:45	Second Requirement, Phase I	Small Groups
3:45-5:00	Third Requirement, Phase I	Small Groups
Friday		
9:00-9:45	Fourth Requirement, Phase I	Small Groups
9:45-10:15	Fifth Requirement, Phase I	Small Groups
10:15-10:30	Break	
10:30-10:40	Phase II Procedures	Dr. Miller
10:40-12:00	Phase II	Small Groups
12:00-1:30	Lunch	
1:30-3:00	Reports	Selected Groups
3:00-3:15	Conference Evaluation	Each Individual

APPENDIX B

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BIBLIOGRAPHY

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APPENDIX C

WORKSHOP FORMS

MANAGEMENT AND IMPROVEMENT OF SPECIAL VOCATIONAL PROGRAMS

CONFERENCE WORKSHEET #1

The information you provide on this worksheet will be used to develop a sample program description for future special vocational programs.

FIRST REQUIREMENT

A. What vocational program area is responsible for this vocational program?

B. Select a title for the sample program.

C. Describe the student population that this program will serve (ages, education level, degree of handicap, and other appropriate student characteristic).

D. Describe the community employment needs this program will support.

SECOND REQUIREMENT

A. Describe your program.

B. What are the program objectives in terms of how it serves the individual special needs student?

THIRD REQUIREMENT

A. List the topics that will be included in your sample program's curriculum. Organize the topics in the sequence they are to be taught.

FOURTH REQUIREMENT

A. Explain the procedure that should be followed to select students for this program (who is involved in the screening process, who makes the final selection, what records, tests, and interviews are sued, etc.).

B. What grade levels will be served? _____

C. What is the length of the course (weeks)? _____

D. What method(s) of instruction will be used (cooperative, simulation, etc.).

E. What facilities are necessary to conduct the course? _____

F. What professional training, qualifications, and endorsements should the teacher(s) have?

FIFTH REQUIREMENT

A. How should the teacher evaluate the program?

B. How should the school administration evaluate the program?

MANAGEMENT AND IMPROVEMENT OF SPECIAL VOCATIONAL PROGRAMS

CONFERENCE WORKSHEET #2

The information you provide on this worksheet will eventually be compiled into a report as to "best practices" to use in manageing the establishment of new vocational programs.

1. One of the key factors that is considered when organizing a new vocational program is the employment needs of the community. the problem is one of locating sources of information about present and future employment needs in the community. What are some of the sources you have used to obtain such information?

---

2. A new program teacher needs support form the public. Of particular concern is three groups: school, parents, and the business community. What are some public relations ideas that a new program can use?

---

3. The special vocational program teacher is the key to a successful program. What are some suggestions for recruiting a good teacher for a special vocational program?

4. What qualifications and characteristics are important for special vocational program teachers (list in the priority of importance)?

5. Special programs are designed for special student populations. It is important that only qualified students be selected for such a program. What should be the procedure for screening students and selecting them for a special program? Consider who should be involved in the screening, who should make the final selection decision, and what procedure should be followed.

---

6. The ultimate challenge of a special vocational program is to prepare the special vocational student for a lifetime of productive work. What are some techniques that can be used to help students "bridge the gap" from knowledge learned in school to that needed at work.

APPENDIX D

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APPENDIX E

WORKSHOP EVALUATION

WORKSHOP EVALUATION FORM

Management and Improvement of Special Vocational Programs

The purpose of this survey was to evaluate the planning and value of the workshop. Responces from the attendees indicated that 23 percent of them taught at the junior high level and 77 percent taught at the secondary level. They had an average of 13.7 years teaching experience. 7.8 of those years had been spent teaching in special vocational programs. The results of other questions were as follows:

Key:
(1) Strongly Disagree
(2) Disagree
(3) Undecided
(4) Agree
(5) Strongly Agree

	Mean Score
1. The purposes of this workshop were clear to me.	4.55
2. Specific guidelines made it easy to work efficiently.	4.51
3. I was stimulated to think objectively.	4.63
4. I enjoyed working in small groups.	4.88
5. I really felt a part of my work group.	4.85
6. There was enough time alloted to discuss each topic.	3.59
7. There was time for informal discussion about topics I wanted to talk about.	3.78
8. I had the opportunity to express my ideas.	4.12
9. The group discussions were worthwhile.	4.76
10. The workshop developed a lot of practical information which can be used in a new special vocational program.	4.44
11. The exchange of ideas and information was good.	4.84
12. The lodging facilities were good.	3.97
13. The length of the meetings was reasonable.	4.38

	Mean Score
14. Workshops such as this are best held in the summer months rather than during the school year.	3.89
15. My time was well spent.	4.61
16. The workshop met or exceeded my expectations.	4.44

Comments on open-ended questions:

1. What do you consider to be the best feature of this workshop?

*The opportunity to exchange ideas.
*Leadership of workshop leaders.
*Small group discussions.
*Well organized with printed questionaires and much work to do.
*Good attitudes.
*Meeting other special needs teachers from other program areas.
*Good working model for a conference.
*Sharing ideas and opinions.
*Extremely well organized as far as productive use of time.
*Input from EFE teachers in other vocational program work groups.
*Developing guidelines for administrators to use for special programs.

2. What do you consider the weakest feature of this workshop?

*Not enough time to fully discuss items.
*Lack of prior planning by participants.
*Too much in too little time.
*Motel's inability to serve breakfast in a timely manner.
*Smoke filled room. Smokers should have left the room to smoke.
*Not enough copies of worksheets and reference material for everybody.
*No information about workshop topics to study prior to the conference.

3. What suggestions do you have for improving future workshops?

*Send an outline of what will be covered before the conference.
*Plan more time for discussion.
*Provide a copy of all material to all participants.
*Have each group work in different rooms and then report to the whole group after each phase.
*Outstanding format. Don't change it.
*Conduct more of them.
*Good as is.
*Have participants bring suggested materials with them.
*Keep up the good work ODU. Difficult to improve. Ran smoothly in a highly organized fashion.
*Plan two full days.
*Invite more people from my area (Health Occupations).
*You've got a good thing going. Keep it up.

APPENDIX F

PROJECT INCOME AND EXPENSES

PROJECT NUMBER VA-84-C-135-3-SP-002

PROJECT TITLE MANAGEMENT AND IMPROVEMENT OF SPECIAL VOCATION PROGRAMS

REPORT OF EXPENDITURES

	APPROVED BUDGET	ACTUAL EXPENDITURES
SALARIES/WAGES:		
M. MILLER	$ 2,500.00	$ 2,500.00
J. TURNER	2,285.00	2,285.00
FRINGE BENEFITS	334.00	334.96
TRAVEL	11,400.00	6,373.30
CONTRACTUAL SERVICES	1,500.00	2,000.00
SUPPLIES	100.00	195.90
OTHER RELATED COSTS	400.00	2,074.66
TOTAL DIRECT COSTS	18,519.00	15,763.82
INDIRECT COSTS 8%	1,481.00	1,261.11
TOTAL PROJECT COSTS	20,000.00	17,024.93